

# George's Marvellous Medicine Y3

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Spelling, Punctuation and Grammar</b> If the 'Punctuation and Grammar' relativity is chosen the following NC Year 3 Aims are covered:						
the formation of nouns using a range of prefixes						
to use the forms a or an according to whether the next word begins with a consonant or a vowel						
to spell word families based on common words, showing how words are related in form and meaning						
to express time, place and cause using conjunctions (when, before, after, while, so, because) adverbs, (then, next, soon, therefore), or prepositions (before, after, during, in, because of)						✓
to use paragraphs as a way to group related material					✓	
to use headings and sub-headings to aid presentation						
to use the present perfect form of verbs instead of the simple past tense				✓		
to use inverted commas to punctuate direct speech			✓			
to use the terminology for Year 3 in Appendix 2 (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or 'speech marks').						
<b>Revision of NC Year 2 Aims: Appendix 2- Vocabulary, Grammar and Punctuation</b>						
to use sentences with different forms: statement, question, exclamation, command	✓					
to use expanded noun phrases to describe and specify		✓				

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to use the present and past tenses correctly including the progressive form				✓		
to use subordination (when, if, that because) and co-ordination (or, and, but)						
Making the correct choice and consistent use of present tense and past tense throughout writing						
to use the progressive form of verbs in the present and past tense to mark actions in progress				✓		
to use commas to separate items in a list			✓			
to use the terminology for Year 2 in Appendix 2 (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma).						

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Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

## Reading Skills Covered in this Pack:

**2a** Give/explain the meaning of words in context.

**2b** Retrieve and record information/identify key details from fiction and non-fiction.

**2c** Summarise main ideas from more than one paragraph.

**2d** Make inferences from the text/explain and justify inferences with evidence from the text.

**2e** Predict what might happen from details stated and implied.

**2f** Identify/explain how information/narrative content is related and contributes to meaning as a whole.

**2g** Identify/explain how meaning is enhanced through choice of words and phrases.

**2h** Make comparisons within the text.

✓

✓

✓

✓

✓

✓

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Lesson 3

Lesson 4

Lesson 5

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## Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

✓

✓

reading books that are structured in different ways and reading for a range of purposes

use dictionaries to check the meaning of words that they have read

✓

✓

✓

✓

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

identifying themes and conventions in a wide range of books

✓

preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action

discussing words and phrases that capture the reader's interest and imagination

✓

✓

✓

✓

✓

✓

recognising some different forms of poetry.

Understand what they read, in books they can read independently, by:

checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

✓

✓

✓

✓

✓

asking questions to improve their understanding of a text

✓

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

✓

✓

✓

✓

predicting what might happen from details stated and implied

identifying main ideas drawn from more than one paragraph and summarising these

✓

✓

✓

✓

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identifying how language, structure and presentation contribute to meaning			✓	✓	✓	
retrieve and record information from non-fiction	✓	✓	✓	✓		✓
participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.				✓	✓	✓